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THE PLANNING AND IMPLEMENTATION COMMISSION

UCCESS THROUGH CO-OPERATION™

n J. McCordic, Chairman



Robert A. L. Thomas, Executive Director

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In This Issue:

- William J. McCordic, the New Chairman of the Commission
- William Newnham Retires as Commission Chairman
- First Joint Use Agreement Reached in Metro Toronto
- Commission Documents for 1988-1989 Planning Cycle



WILLIAM J. McCORDIC, THE NEW CHAIRMAN OF THE COMMISSION

On December 10, 1987, the Honourable Christopher Ward, Minister of Education announced the appointment of William John McCordic as the new Chairman of the Planning and Implementation Commission. He succeeds William T. Newnham, through whose leadership the Commission has built a significant record of achievement since its inception in 1984.

Mr. McCordic has enjoyed a long and successful career as an Ontario educator, and brings a valuable, broad-based perspective on education to his new role. A graduate of the University of Toronto, he



Chairman, Mr. William J. McCordic

received his teaching credentials from the Toronto Normal School. His first teaching experience was in a one-room school in Northern Ontario, from which he went to East York and then to the Royal Canadian Artillery. After the war, he held a series of progressively responsible positions in various Ontario jurisdictions, including a principalship in East York and an inspectorate in Essex County.

In 1953, he became the first Executive Secretary (later titled Director and Secretary-Treasurer) of the Metropolitan Toronto School Board, a post he held for 19 years. During that time, Toronto underwent a period of unprecedented growth, and the School Board was responsible for the development of many unique mechanisms to equalize resources for elementary and secondary education among the area boards of the Metropolitan region.

Following his retirement from the MTSB in 1972, he spent seven years as the first full-time Executive Director of the Ontario Association of Education Administrative Officials. This gave him an opportunity to get to know senior educators across the province, and became aware of the broad spectrum of issues facing their boards.

More recently, Mr. McCordic served on a special committee to develop strategies for the redeployment of Teachers' College Masters in the wake of declining enrolments, and brought his experience to the service of the Ontario School Trustees' Council during a difficult period. He is a fellow of the Ontario Institute for Studies in Education and of the Ontario Teachers' Federation.

Mr. McCordic is aware of the challenge he faces in trying to follow in the footsteps of Bill Newnham and is pleased that the seven members of the Commission, who have been so effective to date, will continue to serve under his chairmanship. "I only hope," he says, "that the knowledge and experience I have gleaned during my years in public education can be helpful to the Commission as Ontario school boards move through the transition stages of this major reorganization."

WILLIAM NEWNHAM RETIRES AS COMMISSION CHAIRMAN

William T. Newnham, who as Chairman guided the Planning and Implementation Commission through its crucial early years, retired from his position on June 30, following the conclusion of his three-year term of office.

A prominent Ontario educator, Mr. Newnham served as President of Seneca College of Applied Arts and Technology from its founding in 1967 until 1984, when he was appointed Chairman of the Commission. From 1984 to 1986 he also held the post of Director of the University of Toronto's School of Continuing Studies.

In reflecting on the critical role played by the Commission during the initial period of the extension of the Roman Catholic school system, Mr. Newnham expressed satisfaction with the way extension has proceeded and with the Commission's contribution to the process.

"When historians look back a decade or two hence, that's when the Commission will be judged - and I think it will be judged positively," Mr. Newnham said. "I am glad to have served as its first chairman."

The Commission, formed to advise upon extension of the Roman Catholic school system to the end of secondary school and to review school board plans for the extension, operated for almost two years without supporting legislation. It had both to establish its own credibility and to provide school boards with guidelines for extension - all in an atmosphere that the former chairman admits was at times "really tense".

Commission had to be unified and objective

"The initial challenges were both internal and external," he explained. "It required us to think not as individuals but as a group, and to consider Ontario as a whole, not just our own constituencies. We had to develop principles and procedures that would enable the will of the Legislature to be carried out fairly and objectively. In short, the Commission had to be welded into an objective, focused force."

"At the same time, we needed to launch a program of information to clarify our role to the public and to interest groups such as



Former Chairman William T. Newnham

trustees and teachers. During the winter of 1984-85, we held public meetings across the province, met numerous times with a wide variety of groups, and attracted substantial press coverage. All this helped create public understanding of our mandate."

Chief among the Commission's accomplishments, in Mr. Newnham's view, were: the implementation of policy with minimum disruption to students and far less displacement of teachers than predicted; the fostering of local solutions to local problems; the development of objective, educationally sound criteria for Roman Catholic Separate School (RCSS) board plans; and the provision of advice to the Ministry of Education, particularly in the drawing up of Bill 30.

Teacher displacement less serious than anticipated

"The teacher surplus problem has worked out much more smoothly than many thought it

would," Mr. Newnham commented. "One of the key tactics in alleviating it was the early retirement option that the Ministry adopted on our early recommendation.

"As extension has proceeded, the public system has not been damaged, and the RCSS boards have made progress towards offering a full program consistent with their philosophy of education. Virtually all of them came out strongly for as full a program as they could reasonably offer, although they often lacked facilities such as labs and shops."

The criteria developed for the RCSS board plans have helped raise standards of operation generally, in Mr. Newnham's opinion, because the boards had to think in terms of positive criteria that affect what happens in the classroom. The Commission has also helped by asking boards to look ahead and plan on a five-year basis.

"In the first year of extension, the Commission had to deal with certain trouble spots," Mr. Newnham recalled, "and there were half a dozen where there was a lot of heat. Both the commissioners and the members of the secretariat met frequently with board officials to help them find answers and reach agreement on local issues. The Commission was on the front line, although we worked closely with the Ministry. During this time as well as up to the present, I had frequent consultations with the Minister of Education, and that was extremely important."

Shortly after it was formed in July 1984, the Commission struck a subcommittee to make recommendations on possible legislation. By December of that year, the Commission had forwarded its recommendations to the Minister. The subsequent legislation of June 1986, as well as the regulations expanding on it, reflected much of the advice provided by the Commission.

Joint committees will play key role

Mr. Newnham believes the joint committees given a mandate by Bill 30 will play an important role over the next several years. These committees will formulate recommendations on common issues, such as the transfer or leasing of facilities and the sharing of services, facilities, resources, and staff.

"The joint committees will help keep lines of communication between the boards open," Mr. Newnham said. "That's of primary importance. For the sake of the students,

we cannot afford to have two solitudes. Although obviously it's going to take time before extension is fully accepted in Ontario, the joint committees will encourage the sharing process that has already begun."

During 1987-88, the majority of the RCSS boards will have completed extension. What tasks and challenges lie ahead for the Commission?

"The RCSS boards that haven't extended will of course need the Commission's advice," Mr. Newnham replied, "and I believe the RCSS boards generally will seek our assistance as they develop additional programs. In some communities, the Commission will work with the joint committees to encourage program co-operation so that students from both systems can gain access to a full program."

For boards that have completed extension to the end of secondary school, submissions will be required for approval for any request that was not part of the previous plan or was not previously approved. These requests might include secondary school openings, en bloc transfers, and new French-language instructional units.

Problems of school accommodation remain to be solved

Mr. Newnham pointed out that problems of school accommodation still remain and major moves have to be made in response to them. He said he was greatly encouraged by the willingness of the Toronto Board of Education, for instance, to share space in West Park Secondary School with the Metro Toronto Separate School Board. (See article in this issue.)

Over the next few years Mr. Newnham expects the Commission to collaborate with the joint committees in the joint use of the "centres of excellence" that he predicts will be established throughout the province during the 1990s, focusing on such areas as performing arts, robotics, computer-aided design and manufacture, and serving the highly interested and capable students of both boards. These centres could be shared by two boards, or one could be established in each of two boards, with students crossing from one centre to the other in keeping with program needs.

In Mr. Newnham's opinion, the Commission will continue to have a highly important role. He praised the skill and dedication of the secretariat, enthused about the commissioners, and expressed confidence that

the advice continuing to go forward to the Minister will be of the highest order.

On a personal level, Mr. Newnham feels the experience of serving on the Commission deepened his understanding of the province and gave him a fresh appreciation of the "great number of people of goodwill" who staff its education systems. Although he is nearing the customary retirement age, Mr. Newnham expects to be kept busy with a number of activities. Foremost among them is helping his wife, Marein, operate the Stiver House, their thriving gift, craft and antique store in Unionville. They also plan to do some travelling and pursue other personal interests. "And no doubt something else will come up," he chuckled. "Something always does."

FIRST JOINT-USE AGREEMENT REACHED IN METRO TORONTO

If students at Toronto's Bishop Francis Marrocco School returned to classes with greater alacrity than usual this September, they had good reason: they were beneficiaries of a joint-use agreement that has given them sorely needed space and facilities.

Under the agreement, the first of its kind at the secondary school level in Metropolitan Toronto, the Toronto Board of Education leased 20 classrooms as well as office space in West Park Secondary School to the Metropolitan Separate School Board (MSSB), and agreed to share the gymnasium, auditorium, cafeteria, swimming pool, and playing field on a scheduled basis.

The joint-use arrangement is for a one-year period, pending consideration by the Toronto Board of Education of a major study of the impact of the decline in enrolment on its secondary schools generally, and the MSSB's continuing review of its need for space.

Last year, the Bishop Marrocco students - numbering about 180, all in Grade 9 - were housed on one floor of a Catholic elementary school in the St. Clair-Dufferin area. The high school was opened to accommodate a large influx of pupils in the west-central part of Toronto, referred to by MSSB officials as the "Dufferin corridor". West Park Secondary School, on the subway line at

Bloor and Dundas Streets, offers a convenient location.

Agreement termed a "useful precedent"

Joint occupancy of West Park, the result of sustained and complex negotiations during the winter and spring of this year, was described by the Chairman of the MSSB, Caroline DiGiovanni, as "a useful precedent for Metropolitan Toronto and wonderful news for our students living in the Dufferin corridor".

Dr. McKeown, Director of the Toronto Board of Education, called the leasing agreement a "substantial accomplishment" in the context of the intricate decision-making process unique to Metropolitan Toronto boards of education.

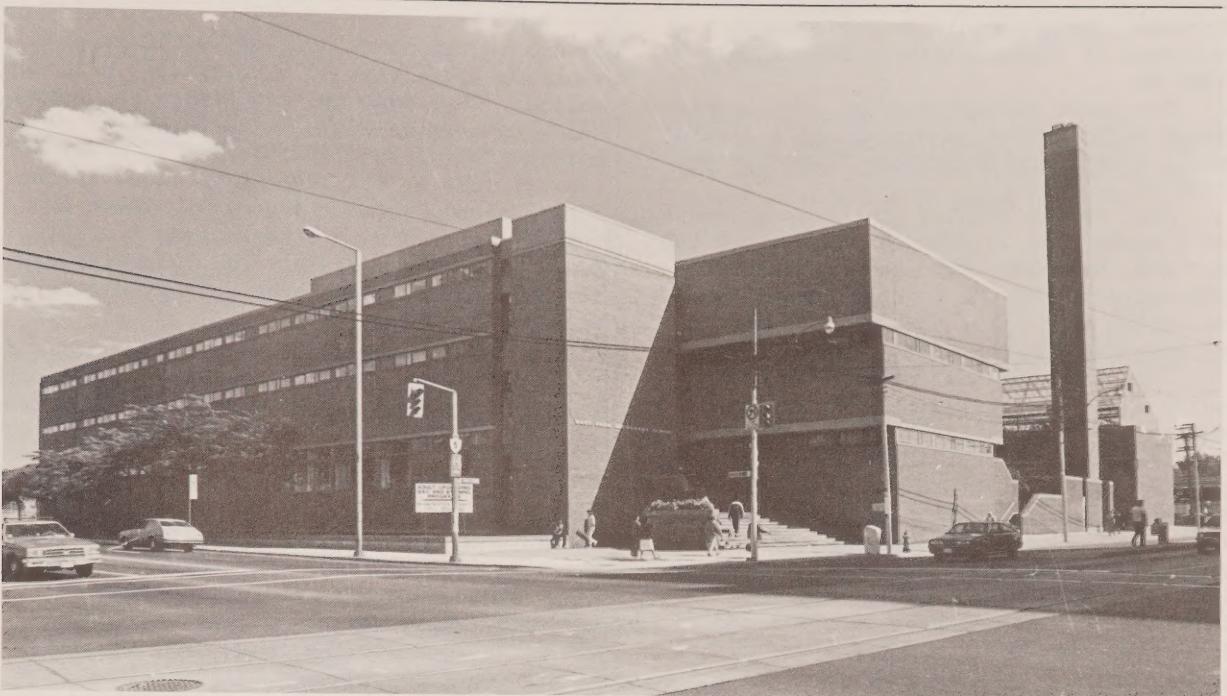
For purposes of educational governance, Metropolitan Toronto employs a two-tiered structure in which the Metropolitan Toronto School Board (MTSB) serves as an "umbrella board" for the six public boards in the area.

West Park Secondary School, built in the 1960s as a vocational school offering basic level programs, had experienced a steady decline in enrolment. Designed to accommodate some 1400 students, the school had seen its enrolment drop to 750 by 1980 and to 385 by October 1986. This year, with no intake of new students, enrolment is under 200.

A Toronto Board of Education task force, asked to study the issue of program continuity at West Park, recommended that in 1987-88 the West Park programs be merged with those at Brockton High School at Bloor and Dufferin Streets, and that effective June 30, 1988, West Park cease to function as a day school providing basic level courses. No new students would be admitted in September 1987, but present Grade 11 students could complete their programs at the school.

Report on enrolment decline now under study

These proposals were approved by the Toronto Board of Education in December 1986. The task force continued to meet to consider the effects of enrolment decline on secondary school programs throughout the board's jurisdiction. Its report, Toronto Secondary Schools: Planning for the Future, is currently being reviewed by the Toronto Board of Education, and decisions based on



Through a joint-use agreement, Toronto's West Park Secondary School (above) also houses Bishop Marrocco Catholic School this year.

it are expected by December of this year.

"This report is a kind of white paper for the system," Dr. McKeown explained. "The first concern of the task force was to define what our students required, then to see what alterations could be made in our existing system of schools. After we have had a chance to study the recommendations of this report carefully, we will have a better idea of what can be made available to the MSSB on a long-term basis. We want to avoid ad hoc decision making in the face of declining enrolment."

Meanwhile, the MSSB had placed the plight of Bishop Marrocco students near the top of its list of accommodation crises for this September. Expecting enrolment to climb above 400 by then, the Board was faced with the prospect of having to erect up to a dozen portables on the elementary school site. Not only was the school overcrowded, but its facilities were seriously inadequate for the purposes of secondary school students. In mid-1986, therefore, the Chairman of the MSSB wrote to the Toronto Board of Education requesting a meeting to discuss separate school accommodation needs in Metropolitan Toronto.

The situation, however, was complicated by two factors. The first was that Bill 30 required the establishment of joint

committees representing both public and separate school boards to deal with such matters as sharing or joint use of facilities. The second was that legislation requires the Toronto Board of Education, as one of the area boards in Metropolitan Toronto, to discuss the formation of such a committee with the other boards of education, to decide on its structure and composition.

Joint committee vital to negotiations

"It was essential that we negotiate through a joint committee," Dr. McKeown emphasized. "We needed to have the committee framework in place before any decision on joint use was reached. All issues relating to property must be ratified by the MTSB; we cannot act unilaterally on this sort of matter."

In March of 1987, after the decision had been made to form a combined joint committee consisting of representatives of the seven public boards and the MSSB, the committee held its first meeting. Eventually, it agreed to support the proposal of the Toronto Board of Education whereby classrooms and ancillary space at West Park

Secondary School could be shared with students of Bishop Marrocco School for 1987-88.

The lease was approved by the Toronto Board of Education on May 28, at a special meeting of the MSSB on June 2, and by the MTSB on June 23.

Most of the details of the arrangement were worked out in discussions between Ron Halford, Associate Director of Education (Operations) for the Toronto Board of Education, and Peter Howarth, Superintendent of Planning for the MSSB.

"The MSSB had suggested various sites to solve its overcrowding problem in the Dufferin corridor," Mr. Halford said. "West Park Secondary School offered one possibility. Our board surveyed all its schools west of Bathurst Street to identify the vacant space that currently existed and also to look ahead to September 1987 to see what groupings of rooms might be made available to the separate school board to help them meet their needs for additional space."

Classroom space available in two schools

Following the discussions of the joint committee and the Toronto Board of Education's search for space, the board notified the MSSB that classrooms could be made available either at West Park or at Western Technical School. Meetings were then arranged for separate school representatives to tour both facilities.

"Although there was space at Western Technical School and ample goodwill on the part of the staff, the available rooms were scattered throughout the building," Mr. Howarth said. "Some of the classrooms were free for the first semester but not for the second. Timetabling would have proven a formidable task, and establishing some kind of identity for our school on site would have been impossible. At West Park, on the other hand, the situation was much more promising. The staff had defined areas that could be devoted to other purposes, and some of these were clustered in one section of the building."

At this point, Mr. Howarth said, the MSSB expressed interest in the West Park proposal, and following discussions between himself and Mr. Halford and the development of specific recommendations, both boards approved the joint-occupancy arrangement.

Bishop Marrocco students occupy all four floors in the south wing of West Park, and therefore feel part of a reasonably distinct entity. The MSSB has redesigned the rooms, which constitute close to half the building's instructional space, in order to convert some of the large shop areas in the school into regular classrooms. There are now 21 classrooms, a library, and a staff room. One of the classrooms, formerly used for horticulture, has been converted into a science laboratory.

Goodwill evident throughout the process

"The joint-use agreement was a welcome development," Mr. Howarth said. "The goodwill of the Toronto Board of Education was evident throughout the whole process. Their staff were very professional in their approach, as we worked out the details of the agreement. In the long term, of course, we will continue to need space, but at this point we are happy with a one-year lease. We understand the Toronto board's situation as it reviews the report of its task force on the impact of enrolment decline throughout the system."

Mrs. DiGiovanni, along with other members of the combined joint committee, was pleased that the agreement resulted in minimal disruption to the students currently finishing up their programs at West Park. In addition, the various community activities based at West Park are continuing as usual.

Both Mrs. DiGiovanni and Mr. B. J. Kipp, Director of the MSSB, expressed gratitude to the Toronto Board of Education for co-operating with the MSSB to provide much-needed classrooms and other facilities for its students.

"The MSSB views this agreement as a significant first step," Mrs. DiGiovanni said. "It presents an opportunity to create a good working relationship and co-operative atmosphere in a shared school, and thereby dispel any concerns boards of education might have about joint occupancies."

COMMISSION DOCUMENTS FOR 1988-89 PLANNING CYCLE

A series of planning documents for the 1988-89 school year have been developed by the Commission and sent to school boards across the province. To assist in the preparation of these documents, the Commission would like to focus on changes made to the 1987 criteria memorandum and on the planning documents themselves.

1. Criteria for the Assessment of Plans for Secondary School Programs

The memorandum requests of RCSS boards a policy statement concerning the board's long-term plans for a comprehensive secondary school program for all of its pupils, and any agreement or agreements with another board or boards for the provision of programs and services that they cannot offer themselves for their resident pupils.

Where an RCSS board requests an en bloc transfer, one condition for approval would be that the RCSS board and the board of education, or the appropriate authority under the Education Act, enter into an agreement for the transfer of the school.

Finally, a section outlining the Commission's revised policy on access to school program and guidance information has been included (see inset).

2. Board Plan and Impact Statement

The Plan for Secondary School Programs and Impact Statement for RCSS boards and their coterminous boards of education have been revised, and continue to be used in jurisdictions where separate school boards had not operated programs beyond grade eight in 1984-85 or where extension is being undertaken for the first time.

3. New Requests for Secondary School Programs

In the document entitled Plan: New Requests for Secondary School Programs, the relevant section should be completed by any RCSS board that hopes to undertake one or more of the following:

- o establishing a new secondary school in a single school community/municipality/county;
- o establishing a new French-language instructional unit;
- o arranging an en bloc transfer of an existing French-language instructional unit.

Any boards of education affected by new requests submitted by their coterminous RCSS boards should complete the corresponding document, Impact Statement: New Requests for Secondary School Programs.

4. Enrolment, Personnel and Accommodation Data

In addition to the New Requests documents, there is also one entitled Enrolment, Personnel and Accommodation Data. All boards, both separate and public, should complete and return this document. These data, which have been collected since 1985, will allow the Commission to continue to monitor the trends in Roman Catholic school extension and its impact.

All documents should be forwarded to coterminous and all other affected boards for review and signature. Boards are asked to submit the relevant documents to the Commission no later than November 30, 1987. Any new requests submitted by the separate boards will be dealt with in the same manner as were Board Plans in previous years. Recommendations made by the Commission will be submitted to the Minister of Education no later than March 31, 1988.

Access to school program and guidance information

The will of the Legislature in Section 136-o. of the Education Act is clearly that pupils from each elementary school system should have the right to attend a secondary school operated by the other system. This position was adopted after the hearings by the Standing Committee on Bill 30 across the Province and as an amendment by the Legislature. This intent will be frustrated unless pupils in their final year or years of elementary school, and their parents, have the opportunity to learn what the secondary schools open to the pupil have to offer.

All school boards will make provision to ensure that information about the schools and programs offered by the coterminous/coextensive boards is available in their elementary schools and that pupils and their parents have access to the guidance or other appropriate personnel of the coterminous/coextensive board.

Before option sheets are completed for the 1988-89 school year and for each year thereafter, all separate and public school boards are required to:

(i) distribute materials on program offerings available in the secondary schools of the other system to each grade 8 pupil and his/her parents in the local elementary schools of the board;

- (ii) inform grade 8 pupils and their parents about how to contact guidance personnel in the secondary schools of the other system;
- (iii) ensure access of guidance personnel from the other system to grade 8 pupils by:
 - allowing guidance personnel representing the secondary schools in the other system to have access to all the grade 8 pupils in the elementary schools within the attendance area to discuss program options available in these secondary schools and to distribute relevant materials; or
 - arranging information sessions to which grade 8 pupils and their parents in the other system are invited to attend to receive information from guidance personnel about program offerings available in the secondary schools of the board; or
 - another method jointly agreed to by coterminous boards.

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"La réussite réponse sur La coopération"

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ET DE MISE EN OEUVRE

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M5R 2A5

Nous invitons vos commentaires sur

"La réussite réponse sur La coopération".

Même, La Commission vous invite mieux des nouvelles des dispositions coopératives entre les écoles et les conseils dans notre juridiction.

ACCRS AUX PROGRAMMES SCOLAIRES ET RENSEIGNEMENTS D'ORIENTATION

DOCUMENTS DE LA COMMISSION POUR 1988-1989

près de la moitié des salles de classe au bâtiment, pour convertir certaines à bureaux et en salles de classe. Il y a maintenant 21 salles de classe, qui servent à une salle des professeurs. Une de ces salles de classe, qui servait naguère à l'horticulture, a été transformée en laboratoire de sciences.

Bonne volonté manifeste

"L'accord d'utilisation en commun a constitué une mesure fort bénéfique, a déclaré M. Howard. La bonne volonté de tout le monde volonté de toute l'association de l'éducation de Toronto était manifeste tout le long de l'affaire. Le personnel responsable a fait preuve d'un véritable professionnalisme dans le règlement des détails de l'accord. Il va de soi qu'à long terme, nous aurons toujours besoin de salles supplémentaires, mais pour l'heure, nous sommes fort satisfaites de ce qu'il s'est passé dans la situation que nous comprenons la situation que connaît le Conseil de l'éducation de Toronto au moment où il examine le rapport de son groupe de travail sur la baisse des effectifs dans tout le système."

Mme DIGIORDANI, de même que les autres membres du comité mixte, s'est félicitée de ce que l'appellation de "West Park" ait été remplacée par "West Park" sans dérangement. Les deux études à cause du maniement de perturbation chez les élèves qui ont terminé leurs études à West Park. Qui plus est, les diverses activités communautaires basées à West Park se poursuivent normalement.

Mme DIGIORDANI et M. B.J. Kipp, directeur du CGCT, ont tous deux exprimé leur gratitude au Consell de l'éducation de Québec pour leur accès à West Park. Qui plus est, les diverses études à cause du maniement de perturbation chez les élèves qui ont terminé leurs études à West Park, sans dérangement.

A La suite d'un accord d'utilisation en commun de Locaux, l'école secondaire West Park de Toronto abrite également, cette année, l'école catholique Bishop Trancis Marrocco.



de la cafétéria, de la piscine et du terrain
s'agre pour un an, en attendant La suite que
domméra Le Consell de l'éducation de Toronto
à l'étude des répercussions générales de La
diminution de la population scolaire sur les
écoles, ainsi que l'évaluation scolaire que
fait le CECG de ses besoins en Locaux.
L'amme dernière, les 180 élèves de
Bishop Marrocco, qui étaient tous en
neuvâtre amie, étaient concentrés sur un
étage d'une école élémentaire catholique du
quartier de St. Claude-Dufferin. L'école
secondaire à être ouverte pour accueillir
une afflux d'élèves provenant du centre-ouest
de Toronto, appelle le "collège Dufferin"
par les dirigeants du CECG. L'école
secondaire West Park, qui se trouve sur La
lignée de métro au point de jonction des rues
Bloor et Dundas, offre un emplacement fort
pratique.

Si les élèves de l'école Bishop François-Marrocco de Toronto ont mis un peu plus d'empressement que d'habitude à revenir en classe en septembre, c'est qu'il y avait à cela une bonne raison : il s'agit de la communauté métropolitaine à laquelle des installations dont il s'agit sont très bénéficiatrices d'un accord d'utilisation en commun mettant à leur disposition des locaux de l'éducation de Toronto, le Conseil des écoles catholiques du Grand Toronto (CEC), 20 salles de classe ainsi que des bureaux de l'école secondaire West Park, et à accépter de lui accorder, à heures fixes, l'usage du gymnasium, de l'auditorium,

DE LORTO

LA COMMUNAUTÉ URBAINE

EN COMMUN DE LOCAUX DAN

PREMIER ACCORD DUTILISATION

Sur le plan personnel, M. Newham estime que son travail au sein de la Commission luit à permis de mieux connaître la province et de se faire une nouvelle idée du "grand nombre de gens de bonne volonté" qui composent le système scolaire. Bientôt qu'il apprendra de l'âge de la retraite, M. Newham compte bientôt demeurer actif à plusieurs égards. Il va surtout aider sa femme Maren à exploiter son magasin fort achalandé de cadeaux et d'antiquités, The Silver House, à Unionville. Tous les deux prevoient des voyages et M. Newham voudrait poursuivre d'autres intérêts personnels.

"Et je suis sûr qu'il y aura quelque chose d'autre, dit-il avec un petit rire.

Il y a toujours quelque chose.

M. Newnham souligne que le problème des locaux n'est pas encore résolu et nécessite encore des décisions majeures. A ce propos, il se félicite de la bonne volonté dont a fait preuve le Conseil de l'éducation de Toronto, par exemple, en partageant les locaux de l'école secondaire West Park avec le Conseil des écoles catholiques du Grand Toronto. (Voit l'article à ce sujet dans le numéro 10.)

M. Newnham présente tout d'abord une légende à venir, la Commission quinquennale des œuvres publiques et mixtes à son avis, qui promouvoit l'utilisation en commun de centres d'extrême pauvreté avec les communes de quinze autres municipalités. La Commission collabore alors avec la Commission quinquennale des œuvres publiques et mixtes à son avis, sur tout ce qui concerne les œuvres publiques et mixtes à son avis.

Il faut encore résoudre le problème de Locaux

Durant l'année 1987-1988, la plupart des collèges séparent les catégories d'élèves au moyen de sélections plénièrement limitées qui ont pour effet d'attendre la admission à la Commission scolaire tout en leur assurant une place dans les établissements secondaires. Les élèves sont donc les tâches et les défis qui attendent la Commission à l'avant-². "Les CRSG qui n'ont pas terminé l'extinction", de répondre M. Newham, autoront eux-mêmes à nos concrétoins de faire une mesure qui nous assistera au futur et au-delà de nos programmes. Dans certaines localités, la Commission scolaire tout en maintenant collaboration avec les communes, permettant ainsi aux établissements de programmes, perméables, de faciliter l'accès aux classes terminales du secondaire, il suffit d'obtenir une autorisation pour toute demande qui ne laisse pas partie du plan initial ou qui n'a pas été approuvée par le conseil scolaire. Par la suite, une école peut alors déposer une demande pour toute autre demande qui n'est pas dans le plan initial ou qui n'a pas été approuvée par le conseil scolaire. La demande doit être déposée au moins six mois avant la date limite de la classe terminale du secondaire, il suffit d'obtenir une autorisation pour toute autre demande qui n'est pas dans le plan initial ou qui n'a pas été approuvée par le conseil scolaire.

"Les communes mixtes, dit-il, maintiennent les lignes de communication entre elles les scolaires. Voilà un rôle de première importance. Pour le bien de nos villages, il ne nous est pas permis d'avoir deux solitudes. Il va de soi qu'il faut un certain temps pour que l'extensio n soit totalelement acceptée en Ontario, mais les combines mixtes auront pour rôle d'encourager le processus de partage qui a déjà commencé".

des problèmes communs, tels que le transfert ou la location des locaux, ainsi que l'utilisation en commun des services et du personnel.

La Commission a constitué un sous-comité pour apprêter des recommandations sur un projet de loi évolutif. La Commission a soumis ses recommandations au ministre. La loi qu'il dévrait être adoptée en juin 1986, ainsi qu'un règlement pris pour son application, concrétisent plusieurs recommandations de la commission. Les comités mixtes dévoient jouer un rôle préliminaire.

les combles mixtes devront jouer un rôle primordial

Le problème de l'excédent d'enseignants
déplacements d'enseignants que prévu
Mots de
totalement dans la rédaction du projet de
nées au ministère de l'Éducation, en
arées catholiques, et les consultations pour les
ns établissements objectifs et judicieux pour les
agrochères locaux, la formulation de critères
blèmes locaux, les résoudre des
utions locales pour
l'agriculture et avec brio la population de
l'autre et avec brio les déplacements
nséignants que prévu, la promotion de
en ouverte de la politique, établir sans
de perturbation chez la population
p de la politique de la ville sans
s notables de la Commision ont été la
Selon M. Newham, les réalisations les
ux faire connaître notre mandat au
s la presse. Tout cela a contribué à
t l'objet d'un grand nombre de reportages
rités divers groupements et nous avons
vincé, nous avons rencontré à maintes
réunions publiques dans toute la
dant l'hiver 1985, nous avons tenu
des enseignants et les conseillers scolaires.
x de groupes d'intérêt comme les
e non seulement aux yeux du public mais à
r le moins de l'excédent d'enseignants



PRESIDENT DE LA COMMISSION
M. WILLIAM NEWNHAM,

